

## The Correlation between Students' Motivation and Students' Reading Ability

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**Abstract:** The aim of this study is to find out the correlation between students' reading motivation and students' reading ability. To know whether there is a correlation between the two variables, researcher uses correlational research. The population of this research was the students in the third semester of English Department at University of Islam Malang in academic year 2019/2020. The respondents of this research were 58 students from the total two classes. The instruments that used by the researcher were questionnaire and taking the reading score from the lecturer. The questionnaire was used to measure the students' motivation in reading and score from the lecturer was used to measure the students' reading ability. In analyzing the data, researcher uses SPSS 17.0. The result showed that the mean of students' reading motivation is 61.47 with standard deviation 11.503. Moreover, the mean of reading ability is 60.69 with standard deviation 16.298. Also, in this study, the significant value was found 0.438. It means that the significant value was more than 0.05. In other word, the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_o$ ) is accepted. So, it can be concluded that there is no correlation between students' motivation and students' reading ability.

Based on the finding of the study, it addressed to lecturers to give the motivation to their students. It can help students to build their spirit in achieving something they want. Also, students must have motivation in learning. Motivation can spur them to doing effort continuously so that can reach what they want. Then, having more innovation can be conducted deeply in other research by the future researchers.

**Keywords:** students' motivation, reading ability.

## **INTRODUCTION**

English is becoming an international language today. Therefore, learners from many places in the whole world want to learn English. Learning English is crucial because it is a language to communicate in the whole world (Hijazi, 2018). Students can communicate with people from other countries by learning English. However, mastering this language is not as simple as imagined. Students have to master some basic language. Some basic skills that should be learned and practiced by students include listening, reading, speaking, and writing. Reading regarded as an important skill of four skills that need to be mastery. Reading is a crucial language learning ability as proposed by Marzuki, Alim, Wekke (2017). By reading, learners can add their insight about anything through a text they read. According to Kusdemir & Bulut (2018), reading is an activity that begins with seeing then continuing by receiving information based on concern, perception, and results in brain understanding.

An activity that conducts by readers to obtain messages contained in a text delivered by the writer can be expressed as reading. Reading is an activity in which the reader and writer conduct communication through text as defined by Zare and Othman (2013). Readers become to know what messages the writer conveys that contained in the text. Besides that, people can get much information and add new knowledge through reading. Meanwhile, for students, they can use their time as well as possible. In the teaching and learning process, reading has become a major skill since students who have good skills in reading easier in developing their knowledge. Teachers have to exercise their students reading skills as often as possible. Reading ability can improve if practiced continuously. Thus, students will easily in understanding the content kind of English text.

In addition, motivation can affect somebody to do something. An action that affects a person to undertake something to accomplish a specific purpose is motivation. Mahadi and Jafari (2012) cite in Brewer & Burgess, (2005) motivation is a basic and important part of learning. Motivation is a driving factor that encourages students to meet their goals as expressed by Ningrum and Matondang (2017). Motivation can push students to keep trying continuously to get what they want. In every challenging task, motivation is a way to express failure or success (Alizadeh, 2016). Furthermore, Afzal, Ali, Khan, and Hamid (2010) stated that something that guides students' attitudes to the process of learning can be defined as the motivation of students. Motivation can classify into two forms such as extrinsic and intrinsic motivation. Extrinsic motivation is the motivation that arises from an outside person. Intrinsic motivation is a desire to change that comes from within an individual to has responsibilities and accomplishments in his / her life. Moreover, in the teaching and learning process, motivation also plays an essential role. Motivation aimed to help students in building their spirit. Students who are motivated are more ambitious to achieve what they want.

Students consider mastery reading difficult. To mastery this skill, students need to practice their reading as often as possible. Besides that, students need to enhance new words in their brains. Enhancing new words can do in various ways, such as watching movies, listening to music, while noting difficult words. According to Jarrah & Ismail (2018), students do not feel enjoy when they have difficulty in understanding the material of reading. Learners who have fewer vocabularies will face difficulties in understanding text.

In summary, difficulties that students encountered give an effect on their reading performance. Therefore, students need the motivation to help them in solving their problems. Motivation can push students to be more ambitious in learning. Students who have ambitious tend to do something in order to get something they want. Same as in learning reading, students who have a passion to

improve their reading skill, they will do various ways until their reading increasingly better.

Therefore, teachers expected to motivate all students without distinguishing each other. Teachers must be fair to his/her students, particularly in motivating their learners. For students, motivation from their teacher is an urge for them. It can help students to build their spirit in learning in reaching their certain purpose.

In previous studies, Manan (2017) states that in the second semester of the English Department of Language at State Islamic University of Walisongo, there is a significant correlation between students reading motivation and their reading skills. He uses the questionnaire and test to gather data. Therefore, this makes it impossible for students to say what they think. Furthermore, Isti (2014) states that in the ninth grade of SMP Islam Al-Hasanah there is no significant correlation between student reading motivation and student reading attainment. In this research, the researcher uses a questionnaire and test to collect data.

From the previous studies above, there was a contrast between the results. A researcher found out the research gap. The research gap was the variable used in this research. Therefore, the researcher tries to find the relationship between college-learners' motivation and learner' reading proficiency.

## **METHOD**

The researcher used quantitative research. According to Daniel (2016) cites in Bryman (2001), quantitative research is research which when analyzing and collecting the data only focuses on the number. Researcher used correlational research design to examine the hypothesis and to know whether there is a correlation between two variables. Gogtay and Thatte (2017) propose that correlation is the term, which used for indicating the relationship between the variables.

In this study, researcher used the questionnaire to identify the motivation of students in reading. The questionnaire was adapted from Sari (2017). Meanwhile, to measure the students' ability in reading, researcher used reading score. Reading score got from mid-term test. There are some procedures in conducting this research. First, researcher distributed the questionnaire to the students and given time 15 minutes to answer. Second, researcher took reading score from the lecturer. Then, researcher continued to analyze the data by using Statistical Package for Social and Science (SPSS) 17.0 to find the correlation between students' reading motivation and students' reading ability.

The subject in this study was students at the third semester of English Department at Islamic University of Malang in academic year 2019/ 2020. Researcher only used two classes as the subject with total participants 58 students.

## FINDING AND DISCUSSION

After gained all the data, researcher continues to analyze the score of each variable. It aimed to identify whether there is a correlation between the two variables that are students' motivation and student reading skills. An instrument used by the researcher to acquire the data are students' motivation questionnaire and students' reading score. The questionnaire uses to gain data motivation of students. Meanwhile, the researcher uses a score of reading to identify how far students' ability in reading. In analyzing data, researcher uses Pearson Product Moment. Based on computation, results can be showed in tables below.

**Table 4.1 Descriptive Statistic Mean and Standard Deviation**

	Mean	Std. Deviation	N
students_motivation	61.47	11.503	58
reading_ability	60.69	16.298	58

The table 4.1 shows the students motivation's mean is 61.47 with Std. Deviation 11.503. Meanwhile, 60.69 with Std. Deviation 16.298 is mean of students reading ability.

**Table 4.2 Correlations**

		students_motivation	reading_ability
students_motivation	Pearson Correlation	1	.104
	Sig. (2-tailed)		.438
	N	58	58
reading_ability	Pearson Correlation	.104	1
	Sig. (2-tailed)	.438	
	N	58	58

From the table 4.2, it indicates that Pearson Product Formula .104 with Sig (2-tailed) .438 with total respondents 58 students.

A significant value discovered in this study is above an average or more than 0.05 that is 0.438. It can be inferred that there is no correlation between the two variables.

Dewy and Safari (2018) found that their hypothesis rejected. It occurs caused the data to show the significance is 0, 376 more than 0, 05. A study by Isti (2014) supports the finding of this study. It stated that her study's outcome showed the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) rejected. It means the hypothesis rejected. These researches have the same result as this research, which is the result is more than 0, 05. In the other words, ( $H_0$ ) null hypothesis is accepted and ( $H_a$ ) alternative hypothesis is rejected. Additionally, high reading motivation does not guarantee learners to get a high reading achievement and vice versa. It shows that the students reading ability does not

have any potential relation with motivation. Even though the students have a good motivation, if they have no enough knowledge, reading habit or vocabulary, it will not affect at all toward students reading ability.

## **CONCLUSION AND SUGGESTIONS**

In this era of globalization, English becoming an essential language that needs to learn. Learners in the world want to learn English. Learners can do interact with people from another country. However, mastery of English is not as simple as students think. They must learn some basic skills in language too. Some basic language skills include speaking, writing, reading, listening. Reading was chosen as an important ability that needs to be increased.

Reading is an action that the reader conducts to obtain a meaning contained in the text that the writer delivers. People can get a lot of information and any new knowledge by reading. In addition, people become to know what messages conveyed in the text. Meanwhile, motivation is a factor that drives somebody to do something to reach a specific goal. Motivation plays an essential role in learning. In learning, motivation is used as a driving factor for students in order to achieve their targets, especially in improving their reading skills.

The total of participants that used in this research was 58. A researcher uses a questionnaire and reading score as the instrument. After all the data equipped, then the researcher continues to analyze data by using SPSS 17.0. From the measurement of data, the outcome showed 61.47 with the Std. Deviation 11.503 is the mean of students' motivation. Whereas, 60.69 with Std. Deviation 16.298 is the mean of reading skills. In addition, the significant value found in this study is 0.438, it is higher than 0.05. It concludes that the hypothesis rejected. It means there is no relationship between two variables.

Researcher wants to give some following suggestion regarding the effect of motivation on students' reading ability as follows. In this research, it's proven

that motivation does not have impact on students' reading ability. Therefore, researcher suggests to lecturers motivate the students. Lecturers can motivate their students can be in the forms of praise or giving the rewards. Not only that, but lecturers also should give more attention to their students and create an enjoyable class atmosphere than expected can raise students' motivation in reading. Some suggestions also give to the next researchers who will carry out the research with the some problem. Next researchers must have more innovation in doing similar research so the outcome can achieve contributions for education. Furthermore, they should consider validating the questionnaire that is going to be use in the research, so that the researcher will earn a better result of research. A reading test must be also be conducted by the researcher to get a real score of the students.

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